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AUTHOR Beck, John J.
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ABSTRACT

While instructional supervisors are not required in Texas schools, many districts, especially the larger ones, do employ personnel for the express purpose of supervision of instruction. The requirements for the professional supervisor certificate are a valid Texas teacher certificate, three years' teaching experience, and completion of a 30-semester-hour graduate program in supervision. Southwest Texas State University (SWTSU) offers a 45-semester-hour certification program that includes a 36-hour master's degree with a major in supervision. Some degree of specialization is permitted in a number of areas. The culminating activity in the supervision program is the internship practicum. The internship's emphasis is on the supervisor's role as a change agent or leader whose major responsibility is improvement of instruction. Special focus is placed on mastering competencies in three major educational sub-systems--personnel, curriculum, and instruction. The appendices to this paper contain minimum standards for internships in educational administration; an operating letter that establishes SWTSU policy and general guidance pertaining to practicums and internships; and SWTSU's handbook on the internship in supervisions. (Author/MLF)

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STANDARDS AND COMPETENCIES FOR THE INTERNSHIP IN EDUCATIONAL SUPERVISION AT SOUTHWEST TEXAS STATE UNIVERSITY

JOHN J. BECK, JR., PH.D.
ASSISTANT PROFESSOR
SOUTHWEST TEXAS STATE UNIVERSITY

PRESENTED AT
NCPEA-1981
SEATTLE, WASHINGTON

The purpose of the educational supervision program at Southwest Texas State University (SWTSU) is to prepare instructional leaders. With this purpose in mind, the program objectives and activities are designed to aid these potential leaders as they act to influence instruction.

While supervisory positions in schools are not mandated as is the principalship, concerns about instructional effectiveness have caused many schools to employ supervisors. The future of supervision in Texas appears bright, and the supervision preparation program at SWT is responding to a vital need in Texas schools.

Instructional supervisors in Texas are authorized under the Foundation School Program and their pay grade, title, and number of annual contract months are authorized under the Texas Public Education Compensation Plan. A school district's foundation aid entitlement for personnel support is allotted on the basis of current average daily attendance. Furthermore, a district may use its personnel units for any combination of personnel which the district feels will best meet the needs of its students. Therefore, while instructional supervisors are not required in Texas, many districts, especially the larger ones, do employ personnel for the expressed purpose of supervision of instruction.

CERTIFICATION

The Texas Education Agency, in its Guidelines for School Personnel, specifies the following germane requirements for the professional supervisor certificate:

1. Valid Texas Teacher Certificate
2. Three years teaching experience
3. Completion of a 30 semester-hour graduate program in supervision which shall include:

a. Nine semester hours in leadership for instructional improvement.

b. 21 Semester hours in the resource area: intensive study of the content, methods, and techniques of instruction, organization of the instructional program, and the selection, development, and use of materials for instruction.

Where as the Texas Education Agency requires an internship practicum for certification as an administrator, no such experience is required by the state for prospective supervisors.

PREPARATION PROGRAM

In order to provide the opportunities for prospective instructional supervisors to satisfy the competencies necessary to job success, SWT offers a 45-semester hour certification program which includes a 36-hour master's degree with a major in supervision. The degree and certification program written for students is individualized in that some degree of specialization is permitted in several areas, including bilingual education, special education, gifted and talented education, reading education, elementary education, and secondary education. Typically, the program of studies includes coursework from the following sequence:

1. Theory of Interpersonal Behavior
2. Public School Administration
3. Theories of Learning
4. Research Seminar in Elementary or Secondary Edcuation
5. Standardized testing
6. Human Growth and Development
7. Supervision of Instruction
8. Curriculum Leadership

9. Supervision of Elementary Schools

10. Supervision of Secondary Schools

11. Internship Practicum in Supervision

The culiminating activity in the supervision program at SWT is the internship practicum.

INTERNSHIP MANAGEMENT

Even though Texas does not require an internship practicum for certification as an instructional supervisor, SWT and the Department of Education believe in the merits of the internship to the degree that it is an institutional requirement. Furthermore, the Department of Education adheres, with some exception, to the "Minimum Standards for Internships in Educational Administration" as adopted by the Texas Professors of Educational Administration. (See Appendix I.)

Two of the internship standards at SWT differ from those adopted by TPEA. Standard #1 as adopted by TPEA specifies not less than three semester hours credit and enrollment for not less than one semester, while SWT requires enrollment for an entire school year for three semester hours credit. SWT also requires four visits to the intern by the college coordinator while the TPEA standards propose three visits.

SWT establishes policy and general guidance information through a management system called operating letters. Several levels of operating letters exist from university-wide SWT operating letters to college-level operating letters. The specific policy and procedure formulation for the internship is found in an academic affairs operating letter. (See Appendix II)

INTERNSHIP IMPLEMENTATION

The major thrust of the internship at SWT is on the supervisor's

role as a change agent or leader whose major responsibility is improvement of instuction. Special focus during the internship experience is placed on mastering competencies in three major educational sub-systems-personnel, curriculum, and instruction. Each intern is expected to demonstrate achievement of several competencies by completing specific activities associated with each competency. A hand book on the internship in supervisions is shown in Appendix III.

In summary, the internship is seen as an integral and terminal activity which must be successfully completed before certification will be recommended by SWT. Even though not required by the Texas Education Agency, the internship is a vital step in preparing skilled and qualified supervisors at Southwest Texas State University.

APPENDIX I
MINIMUM STANDARDS FOR INTERNSHIPS IN EDUCATIONAL ADMINISTRATION

The following standards were developed and approved by members of the Texas Professors of Educational Administration on March 3, 1977. Universities in the state have diverse programs in educational administration. These standards are considered minimum requirements toward desired improvement of all programs.

1. Interns will enroll for not less than three (3) semester hours credit and not less than one (1) semester.
2. One hundred (100) clock hours or more will be devoted to the internship. At least fifty (50) hours must be executed while students are in school.
3. A log will be maintained by the intern to indicate activities and outcomes of administrative actions.
4. The intern, the supervisor, and the college coordinator will meet to formulate appropriate objectives prior to beginning the internship.
5. Three visits to the intern will be made by the college coordinator. One visit may be the orientation.
6. Interns will participate in two (2) seminars during the internship.
7. Evaluation of the intern will be made at the end of the internship by the intern, the supervisor, and the university coordinator.
8. A written report of a project useful to the school district for which the intern has major responsibility will be required.
9. The supervisor of each intern must be certified at the level at which the internship is being performed.
10. Students performing an internship must be officially admitted to and should be near termination of the administrative program.

APPENDIX II

TO: All AA/OL Holders

FROM: Academic Vice President

SUBJECT: Management of the Internships/ Practicum at Southwest Texas State University

AA/OL No. 06.05
Issue No. 2
Effective Date: 3/1/81

INDEXING TERMS FOR THIS OL

Courses Credit

1. PURPOSE

1.01 This operating letter establishes University policy and general guidance pertaining to practicums and internships at both the graduate and undergraduate level.

1.02 Specific objectives in this operating letter are as follows:

A. Define the terms practicum and internship.

B. Establish minimum requirements for the internship practicum.

C. Provide operational guidance for departments useing this method of instruction.

2. REVIEW OF OPERATING LETTER

2.01 This operating letter will be reviewed the first of May of each year by the Academic Council with recommended changes presented to the Vice President for Academic Affairs not later than June 15.

2.02 It will be the responsibility of each individual affected by this OL to devise job procedures and/or other appropriate methods for carrying out all its instructions.

3. DEFINITIONS APPLICABLE TO THE PRACTICUM/INTERNSHIP

3.01 Practicum/internship defined: Experience in a clinical or field environment to develop application of concepts, techniques, or skills gained through course study, observation, participation, or other directed activities.

A. Current participation is essential for credit to be awarded for a practicum/internship.

B. There should be a / demonstrated correlation between study, acquisition of knowledge, and experience.

C. Directed, supervised experience is required for on-the-job training (OJT).

3.02 The Supervisor is the representative of the university department.

3.03 The Coordinator is the representative of the local unit in which the intern will gain experience.

4. GENERAL CONSIDERATIONS

4.01 Course content - Credit for the internship/practicum shall be awarded upon successfully completing specified activities or attaining specified skills by the practitioner.

A. Present experience implementing or developing the concepts, skills, or techniques from course work will be required.

B. Research projects, papers, logs, or other evidence of expertise or activity in a designated area(s) will be required.

C. The coordinator as well as the supervisor should attest to the fact that the desired skills, competencies, or techniques have been attained. An evaluation of the intern or practitioner will be made by the coordinator.

4.02 Operational considerations - Course descriptions and requirements may vary between departments and/or programs. Basic requirements for operations are as follows:

A. University supervisors will call upon the intern periodically during the period of the internship.

B. Required time for experience may vary between departments, undergraduate/graduate programs, and other requirements. The internship/practicum may be full- or part-time, require a specified number of clock hours, and may require released time by the employing agency.

C. Seminars may/may not be required as determined by the program director. The seminar may be held on or off campus at the discretion of the program director.

D. Repetition for credit of the internship/practicum will be permitted only if experiences are different. Usually, this will entail a different level of responsibility or area of interest.

E. Requirements for completion of the internship/practicum will be established by the program director and approved by the department of record for the course. These requirements will be stated in operational terms when possible. There should be sufficient specificity to enable the intern, the coordinator, and the supervisor to know what is expected for successful completion of the internship/practicum.

5.

5.01 Faculty responsibilities: Faculty responsibilities may be categorized as follows:

A. Development of syllabi regarding the internship/practicum experience. A syllabus will include the specific requirements of the internship/practicum: provision for tailoring the internship/practicum experience required; and indication as to seminars, research projects, papers, logs, or other evidence of student growth required.

5.02 Faculty load will be in accord with university policy. Ordinarily, five-six students will constitute a full section. Distance, academic level and degree of complexity of the supervisor-coordinator-intern relationship will be factors considered in determining faculty load.

5.03 A laboratory fee of $75.00 may be required if the practicum/internship experience is gained outside the city of San Marcos. Students will be exempted from the laboratory fee when required to register for the internship during a second semester of a continuing internship.

5.04 Each department utilizing an internship/practicum will develop appropriate policies for its administration based upon this OL. These policies will be promulgated as a departmental operating letter which clearly specifies the following considerations.

A. Enrollment procedures to include prereguisites, background, or other requirements.

B. Responsibilities of professional coordinators.

C. Responsibilities of University supervisors.

D. Requirements which students must fulfill to receive credit for the course.

E. Stipulate whether a laboratory fee is required.

F. Indication of how faculty load will be determined with regard to the internship.

5.05 It shall be the responsibility of the departmental chairman and program directors to develop, administer, and maintain the current status of O.L.'s appropriate to the internship/practicum credit.

Approved: _____
Reviewer

Approved: _____
President

APPENDIX III

INTERNSHIP IN

EDUCATIONAL SUPERVISION

Educational Administration
Department of Education
Southwest Texas State University
San Marcos, Texas 78666

APPLICATION FOR INTERNSHIP

School of Education
Educational Administration
Southwest Texas State University

I have completed all courses on my certification plan except the following (count as completed all courses presently enrolled in):

_____.

I request approval for admission to:

_____ Internship for School Administrator's Certificate

_____ Internship for Superintendent's Certificate

_____ Internship for Supervision

during the Fall and Spring semesters _____ (year). I request an internship in the _____ under the supervision of:
DISTRICT

Student Information:

NAME _____

POSITION _____

SCHOOL _____

DISTRICT _____

HOME ADDRESS _____

TOWN/ZIP _____

PHONE: School _____

Home _____

Cooperating Administrator:

NAME _____

POSITION _____

SCHOOL _____

ADDRESS _____

PHONE _____
School

As the Cooperating Administrator, I recommend the above named student for acceptance into the Internship program. I will provide said student with assistance and opportunities necessary to fulfill requirements of the practicum.

_____
Cooperating Administrator (Signature)

The applicant for internship is granted permission to work towards completion of the internship under the supervision of Southwest Texas State University and the Cooperating Administrator designated.

_____
Superintendent or His Designate

INTERNSHIP IN EDUCATIONAL SUPERVISION

The internship in educational supervision serves two major purposes. First, an internship is required in order to obtain a Professional Supervisors Certificate. Second, it enables the intern to practice and evaluate the supervisory duties studied in the classroom.

Supervision implies a leadership responsibility in education, and, as such, includes all the functions and problems associated with the improvement of performance. So that the intern may have opportunities to investigate and analyze these functions and problems, the internship focuses on three major sub-systems within the education system, i.e., Personnel, Curriculum, and Instruction. The major thrust of this internship is, therefore, on the supervisor's role as a change agent or leader whose major responsibility is improvement of instruction.

Individual initiative by the intern will be the prime measure of the success of the internship. While it is recognized that some schools and their personnel may offer better opportunities than others for a successful internship, the fact remains that success rests ultimately with the intern.

Objectives of the Internship Program

The major goal of the internship program in educational supervision at Southwest Texas State University is to provide opportunities for the advanced graduate student to gain on-the-job experience while working under the direction of an experienced and accomplished school supervisor. Specific objectives of the internship are:

1. To develop a training program that will assist local school districts and the University in locating and recruiting advanced graduate students who have potential supervisory ability.
2. To develop the latent leadership talent of the prospective school supervisor.
3. To assist the sponsoring school system in maintaining a qualified supply of supervisors.
4. To provide the intern, the University, the sponsoring school administration, and the local board of education an opportunity to determine the potential supervisory ability of the student.
5. To assist the intern in gaining self-confidence in supervisory roles through theory and idea testing without having to accept full responsibility for the results.
6. To aid the intern in determining the area of school supervision in which he would be most competent.

7. To provide supervisory training in a specialized area while gaining an understanding of the total range of school supervisory activities and responsibilities.
8. To provide the intern, in a relatively short amount of time, an opportunity to learn from the lessons acquired by practicing supervisors during a lifetime of professional supervisory experience.
9. To assist the intern in applying supervisory theory to practice at an operational level.

These goals and objectives imply that the intern in supervision should be competent in the following broad classifications:

- Organizational environment and structure
- Curriculum leadership
- Instructional Leadership
- Instructional staff and personnel
- Pupil Personnel
- Evaluation and Research
- Finance and Business management
- School Plant
- School-Community Relations
- Professional Growth and Development

Placement

A student may be approved for an internship in the following settings or combinations of settings depending on the background, experience, and professional goals of the intern. The intern has the responsibility for selecting an approved setting which will best meet the needs of the student, the University, and the sponsoring school or agency. Some of the schools and agencies that could be approved are:

- Public Schools - All levels
- Private Schools
- Texas Education Agency
- Regional Educational Service Centers

General Requirements

Supervisory interns selected by the Educational Administration facility at Southwest Texas State University are usually judged on academic records, experience, and faculty reactions and recommendations. Supervisory interns supervised by the University will, however, have the following minimal requirements:

1. The intern must be enrolled in the graduate supervision certification program and have at least one-half of the required academic course work completed. Also, the intern must be attending a winter semester for the final time.

2. The intern must be acceptable to the local school administration for assignment in the district and have his assignment approved by the superintendent or his designate.
3. The intern will submitt a written plan of action for the internship to his university supervisor on or before the date of the first visit by the university supervisor.
4. The intern will keep a written log of his significant experiences in the internship.
5. The intern will expect perodic observation and/or consultation visits by the university supervisor.
6. The intern will attend any scheduled seminars on the University campus as announced.
7. The intern will submit a final report of his activities to the University supervisor.
8. The intern will be evaluated by the University supervisor and the district coordinating supervisor.
9. The internship will run for two consecutive semesters and will begin with the fall semester only.
10. The Application for Internship form must be completed and turned in to the Educational Administration office on or before the 21st of July immediately prior to the fall semester.

Additional requirements may be stipulated by the coordinator of internships or the supervisor.

Time Management

To maximize internship learning opportunities, the student should develop a plan for the school year. Since supervisors, like administrators, frequently report for duty prior to the arrival of staff and students, the intern's plan should include pre-school activities that will help insure success of the internship. Following is an outline of some suggested activities of a general nature that need to be completed between August 1, or when the administrative and supervisory staff report for duty, and September 15:

1. Become aware of and familiar with the staff structure of the district.
2. Become involved in a minor way with August staff development activities.
3. Identify some instructional leadership needs that lie within the realm of the interns contacts.
4. Develop a time line for the internship.
   - Determine a long range instructional need for the district that satisfies the greatest professional growth need for the intern.
   - Develop short range goals that give experience in personnel, curriculum, and instruction from the supervisor-as-change-agent perspective.

- Study the competency areas that seem to be your weakest by reading books and periodicals. Keep an annotated bibliography of the materials read.
- Identify a professional, with the help of your cooperating supervisor, that needs supervisory assistance. Develop a strategy to assist this person and, if possible, implement the strategy.

Expected Competencies for the Supervisory Intern

Certification in supervision implies that the certificate recipent has acquired necessary competencies at both the elementary and secondary level. The following guidelines and activities must be studied, examined and pursued at each level in order to obtain credit for the internship. A daily log will be kept by the intern as evidence of his accomplishment and understanding of these activities.

The activities associated with each competency are simply suggestions to the intern and should not be construed to be either restrictive or inclusive. The nature of the environment and the interns needs, among other factors, may cause the intern to search for other comparable activities.

At no time, under any circumstances, will an intern be asked to perform a service, complete an activity, or plan a project that is not harmonious with district policy. The ability to sense friction and to avoid disruptive activity is considered part of the successful internship. The intern should be able to talk openly with the University supervisor about any phase of the training plan that is inappropriate for a given district.

1.00 Primary System-Building the Instructional Organization: process of improving the organization system to improve the educational offering.

1.01 Familiarity of Components: The student in educational supervision shall be able to analyze the formal and informal systems and sub-systems for school operation, i.e. instruction, staffing, facilities, pupil personnel services, and community relations.

- Interviews principals, supervisors, teachers, and others for information on the strengths and weaknesses of the existing organizational structure.

1.02 Planning Strategies: The student shall be able to plan change strategies to improve an existing school operation.

- Helps conduct systematic program evaluation.
- Writes critiques of various proposals for organizational change, including staffing and financial or program implications of the change.

- Proposes revision in current organizational structure including changes in use of staff time, reporting procedures, and allocation of resources.
- Plans time frame for organizational change procedure using a PERT chart or other long-range planning device.

1.03 Policies: The student shall be familiar with policies and procedures that facilitate and protect school operation.

- Studies policy handbook and other district documents regarding organizational structure.

1.04 System Balance: The student shall be able to create an organizational environment receptive to analysis and improvement which will support, balance, and direct the myriad sub-systems of the school instructional program.

- Arranges for more staff participation in the decision-making process.
- Involves staff in planning activities for organizational change.
- Conducts follow-up study of success of organizational changes.

2.00 Instructional Sub-System: With the purpose of the school organization being the instruction of the children of the community, the core or major sub-system of the school system is identified as instruction. The instructional sub-system has the following components that are inherent in any educational operation:

2.01 Curriculum and Instructional Goals: A student in Supervision shall be able to assimilate children's needs, parental desires, local and state priorities, and formulate these into educational processes stated as instructional goals.

- Conducts a needs assessment for a student population, and community or school.
- Analyzes test data, draws conclusions, and writes reports.
- Conducts goal-analysis session based on data from students, parents, teachers, or others.
- Helps establish committees for proposing instructional policies.
- Uses Delphi or a similar goal-setting technique to achieve consensus about future needs.
- Leads discussions with parents and community leaders regarding instructional goals.
- Helps write curriculum goals based on recommendations from citizens' committee and consensus of professional opinion.
- Acts as a facilitator for a citizens' committee involved in recommending new goals for the curriculum.

- Helps identify criteria that will be used to determine if goals have been attained.

2.02 Providing of Human Resources: The student shall be able to recognize and explain the need for and the utilization of various specialized personnel, and the staffing significance for instruction.

- Proposes plans for utilization of external and internal specialized personnel.
- Develops new services within a school or district, such as local support teams.
- Establishes procedures for use of the new service.
- Plans orientation for specialized persons to ensure appropriateness of presentation to needs of situation.
- Works with a specialized person on a curriculum project.
- Uses teachers in the role of specialized personnel or consultant with other teachers.
- Arranges sharing and planning meeting among teachers to discuss utilization of specialized personnel.

2.03 Program Development and Courses of Study: The student shall have a broad knowledge of existing educational programs and materials and shall be able to provide suggestions for materials acquisition and teaching strategies to construct a functional educational plan in keeping with existing national, state, and local requirements.

- Designs a new instructional unit for a single innovative lesson or special experience.
- Designs an innovative instructional unit for a whole sequence of learning experiences.
- Designs an innovative unit for teaching a specific skill or concept at high levels of proficiency or under difficult circumstances.
- Helps teacher design innovative units, including a range of activities for various ability levels.
- Helps teacher design appropriate evaluative procedure for each unit.
- Reviews texts, workbooks, and other curriculum material applicable to a situation.
- Compares and contrasts previously developed curriculum materials from several sources.
- Plans a program of curriculum adaptation involving teachers and others.
- Redesigns specific curriculum materials to meet the needs of a special group of students.
- Develops supplemental guides, reading lists, and unit plans to use with "regular" curriculum materials.
- Helps teacher adapt lesson plans, assignments, and unit plans for individual differences.

- Adapts a unit and lesson plans to meet the needs of one child.
- Produces simple worksheets, tests, transparencies or games.
- Assists teacher in producing creative learning materials to enhance a lesson or unit.
- Produces audiovisual materials for use in a new instructional unit.
- Arranges for the commercial production of a set of learning materials to implement a new unit of the curriculum.

2.04 Evaluation and Needs Assessment: The student shall be able to identify various assessment and evaluation techniques and shall be able to formulate instructional implications from these, for both pupil evaluation, and program and materials evaluation.

- Review curriculum guides and/or scope and sequence charts.
- Participates in evaluation of present curriculum and in planning for the following year.
- Attends district or regional curriculum meetings.
- Shows understanding of present grading system and gives data supporting use of this system.
- Describes various methods for evaluating students achieving at different levels.
- Learns procedures for special education referrals.
- Surveys available materials in a school or district.
- Designs an instrument to gather data on the appropriateness and extent of the utilization of resources.
- Leads a team in using instruments to assess the extent and appropriateness of use of resources.
- Recommends ways that learning resources can be better utilized based on results of one's own study.
- Makes recommendations for improving the utilization of resources based on a study conducted by a recognized authority.

2.05 Foundation Program: The student shall have specific knowledge of state requirements for accreditation, expected course offerings, reporting systems, and state textbook acquisition.

- Studies standards, policies, and procedures for accreditation from the perspective of the regional agency (Southern Association of Colleges and schools) the state agency (Texas Education Agency), and the local school district.

2.06 Special Programs: The student shall have specific knowledge of administration of special programs provided by special state and federal funding, being able to demonstrate a familiarity with standard grant securing practices.

- Helps determine priorities in requests for grants.
- Assists in writing a grant application for a project.
- Obtains clearance for a project.
- Proposes an organizational structure for a project or other entity.
- Determines reporting procedures within a new organizational arrangement.
- Gathers data on actual operations and compares with projected plans.
- Proposes modifications in current activities to bring them into agreement with formulated plans.

3.00 Personnel Sub-System: With the strength of the instructional program being dependent on the execution of the program, the staffing of the school becomes a top priority sub-system.

3.01 Staffing Plan: The student shall be able to identify authorized positions according to district size, the relationship of staff members, and techniques for expansion and modification.

3.02 Recruitment and Selection: The student shall be knowledgeable as to interview techniques, reference validation techniques, and application procedures for professional, para-professional, and non-professional personnel.

- Designs or revises existing forms utilized to obtain pertinent information from applicants.
- Recruits applicants for vacant positions from a variety of sources, including but not exclusive to college placement services and district personnel files.
- Secures data concerning an applicant from a variety of sources.
- Conducts personal interviews with applicants for positions.
- Observes or participates in group interviews of applicants.
- Helps formulate selective criteria for employment and recommends applicants for employment on that basis.

3.03 Assigning Personnel: The student shall be able to construct job descriptions for the various positions and shall be able to identify special skills and training necessary to fulfill these requirements, and shall be able to demonstrate assignment patterns and techniques.

- Develops job descriptions for new staff positions.
- Specifies competencies required of staff positions on a new project.
- Revises job descriptions for positions that need upgrading.
- Develops an organization chart showing positions and relationships among them.

3.04 Staff Development: The student shall be familiar with various techniques of staff development and shall be able to identify strengths and weaknesses, and/or limitations of various standard practices.

3.04.01 Improvement of Instruction

- Reviews and evaluates lesson plans with the teacher.
- Arranges for formal classroom visitation by scheduling it with the principal and the teacher.
- Holds pre-observation conference with teacher to be formally observed.
- Gathers and tabulates objective interaction data using an observation instrument.
- Uses non-directive techniques to assist teacher in identifying areas for improvement.
- Uses directive feedback techniques to explain areas in which teacher needs to improve.
- Introduces new techniques appropriate to teacher's instructional situation.
- Conducts teaching demonstrations for teachers needing instruction in a new teaching technique or approach.
- Videotapes teacher's performance and critiques tape with teacher.
- Meets with teaching team or cluster to discuss areas of mutual concern for improving teaching.

3.04.02 Individual Growth

- Helps teacher verbalize and record own professional goals.
- Helps teacher identify objectives for change in his/her classroom practices.
- Specifies criteria with teacher for evaluating objectives that will improve teaching.
- Assists teacher in proposing activities that support attainment of the proposed objectives.
- Assists teacher in preparing a timeline for attainment of objectives related to professional goals.
- Assists teacher in proposing methods whereby objectives can be evaluated.
- Arranges for teacher to observe a variety of instructional situations.

- Has an interview with a principal regarding the growth or progress of a teacher.
- Assists principal in teacher development by alerting principal to areas needing improvement and areas which deserve a high rating.
- Meets with two or more teachers together to help establish professional goals.
- Interviews an assistant superintendent, director or coordinator, or superintendent regarding the growth of a teacher
- Interviews cooperating teacher regarding the progress of a student teacher.
- Plans a professional growth sequence for supervisors.

3.04.03 In-Service Design

- Collects data on staff training needs.
- Studies sample workshop guidelines.
- Plans a training session of his own, including writing objectives and specifying outcomes of the session.
- Adapts simulations and other training exercises to a particular training situation.
- Previews and proofreads readings, films, art work, and other materials for a training session.
- Coordinates physical and human resources used in a comprehensive in-service program.
- Coordinates with other personnel responsibile for in-service.
- Assigns participants to groups on an individual basis, in some cases giving participants a choice of sessions and in others making assignments.
- Develops evaluation instrument for training session.
- Notifies training session presentors and others of the results of the evaluation.
- Uses evaluative data to modify training session.
- Designs follow-up activities for training session based on evaluative data gathered at the session.
- Edits revised training program for transportability.

3.04.04 In-Service Training

- Conducts briefing session with training session assistants.
- Presents training session as designed.
- Acts as a consultant or assistant for training session that others plan.
- Videotapes segments of training sessions.
- Identifies teachers and other personnel with leadership capabilities who could conduct training sessions.
- Constructs a planning checklist or instrument useful to those giving presentations at a training session.

- Presents checklist or instrument to potential leaders conducting a training session.
- Assists a person who has given a workshop to plan follow-up activities to assist the participants in improving their instructional skills.

4.00 Pupil Personnel Services Sub-System: The Instructional Sub-System is the core, but the program of education cannot progress without the Pupil Personnel Services Sub-System that attends to the pupil as a whole, so the following components must be considered.

4.01 Pupil Health and Welfare: The student shall be able to specify legal responsibility of the school for the safety, health, and welfare of the students, being able to explain the various services available such as guidance and counseling, special courses, pupil insurance, health services, testing, and the administering requirements of each.

- Reads appropriate sections of Texas School Law Bulletin.
- Reads appropriate sections of district policy manual.
- Interviews building principal and other key personnel.

4.02 Pupil Support Services: The student shall be able to develop conduct codes, cite legal guides for conduct and attendance, be familiar with specifics of administering transportation, food services, pupil registration and accounting, attendance zones, and extra-curricular activities.

- Reads appropriate building rules and regulations on attendance and discipline or conduct.
- Interviews directors of transportation, food services, and activities.
- Helps design or modify a student schedule.
- Follows a purchase order from its preparation to the acceptance of the order.

5.00 Finance and Business Management Sub-System: The amount of money provided for the educational program is the strongest control over the school. The use of state monies is only as effective as the chief administrator is capable as a manager, but the provision of extra local monies can be considered a gauge of community support. Thus, the Finance and Business Management Sub-System becomes both a controller and an indicator, and the supervisor must have an awareness of these factors:

5.01 Revenues: The Student shall be familiar with issuance of school bonds, bond elections, and the service personnel's responsibility as a resource person.

- Tours business office to learn functions and procedures and to meet office personnel.
- Interviews superintendent and/or business manager concerning district revenues.

- Visits the tax assessor-collector and becomes familiar with the duties, procedures, and problems of this office.

5.02 Budgeting: The student shall be familiar with public school budgeting procedures and cognizant of restraints and restrictions, both local, state, and national on budget practices.

- Obtains copy of the current budget and has the business manager help you interpret it.
- Visits the school business manager.
- Examines one month's financial accounting and studies the receipts and expenditures for the month.

6.00 School Plant Sub-System: The school plant in Texas is the responsibility of the local district, consequently, the plant very naturally becomes the dominant concern of the local populace, so the School Plant Sub-System is closely related to the Finance and Business Management Sub-System and the Public Relations Sub-System.

6.01 Assessing Need for Facilities: The student shall be able to interpret demographic indicators as to facilities needed currently and to make predictions as to future needs, given a set of statistics.

6.02 Maintenance and Repair of Facilities: The student shall be able to make valid recommendations as to building construction, facilities, and equipment, as to planning and projecting for instruction use, repair, and maintenance standards, costs, and feasibility of certain operational functions and will be able to recommend cleaning techniques, minor repairs, and equipment operations, and shall be able to recommend cleaning techniques, minor repairs, and equipment operations, and shall be able to develop appropriate job descriptions and contractual arrangements for providing personnel to fill these positions.

6.03 Building Use: The student shall be able to assess existing facilities and advise for assignment of program components in the most effective manner, displaying an awareness of pupil needs, the relationship of the instructional program organizational patterns and facilities, implicators of obsolescence, community needs, employee morale, and daily, monthly and annual scheduling requirements.

- Studies building utilization and future needs.
- Organizes school facilities in best interests of pupils and teachers.
- Examines and becomes familiar with building maintenance, grounds maintenance, work assignments and schedules, equipment and supply care and use, and supplies and materials acquisition.

- Visits district director of maintenance for a better understanding of his role and duties.

7.00 School and Community Sub-System: The strongest influence upon the school system is the sub-system that operates outside the administrative influence. This sub-system has no distinct boundary and fluctuates in size geographically as well as influentially. The flexibility of the sub-system is joined by another factor, that of no formal constraints other than the board of trustees, to make the sub-system the most vital key to school operation.

7.01 The School Board: The student shall be aware of the responsibilities of the school board, the relationship of the trustees and administration, and the trustees and the constituents.

- Attends at least two board meetings.
- Works with a staff committee in preparation and presentation of a report to the board.
- Reads district policy manual.

7.02 Staff and Personnel: The student shall be able to explain professionally ethical contacts between school personnel and the community, demonstrating formal and informal procedures, and shall be able to differentiate between school controlled contact, and occasions that are not controlled or do not warrant control.

- Attends parent group meeting to encourage active involvement in the school's program.
- Plans specific ways for volunteers to become productively involved in education programs, makes assignments, and schedules.
- Plans and conducts training sessions for volunteers in the school's programs.
- Evaluates the effectiveness of citizen involvement programs in the schools.
- Helps develop citizen group, booster club, and other community advisory support groups.

7.03 Communications: The student shall be able to describe various techniques of communication: formal, such as press conferences, printed brochures, newspaper articles, radio and television presentations, and informal, such as parent nights, parent conferences, participation of personnel in community activities, and private conversation.

- Attends parent-professional meeting (PTA, etc.) to present information on the school's programs or gather information on the response to the school's program.
- Gives a talk about special education to a community, parent, professional, or student.
- Conducts a parent conference to inform the parent of the school's program and gather data about appropriateness of programs to individual need.

- Interviews a public relations expert on techniques of TV and radio presentations.
- Participates in a program through the public media which discusses education.
- Writes a newspaper article, brochure, handbook, slide-tape presentation, or other piece of media, discussing education programs being operated by the distict or agency.
- Meets with community leaders to discuss components of an education program.
- Helps prepare school board presentation on the status of various components of the education program.

7.04 Democratic Involvement: The student shall be able to differentiate between issues and decisions that require community input and those that are strictly managerial, administrative, or supervisory.

- Seeks and receives public opinion data regarding an education matter.
- Makes a decision concerning validity and appropriateness of a public opinion that has been received.
- Plans a constructive interaction based on an opinion of an education program from the public.
- Maintains some vigilance to assure that a proposed change based on public opinion and professional consensus is carried out.
- Initiates curriculum or program changes based on public opinion input and professional consensus.

Note: Several of the suggested activities were taken from the following source:

Harris, Ben M., Competency-Keyed Exercise Inventory (CKEI). (Austin: University of Texas, 1975).

SOUTHWEST TEXAS STATE UNIVERSITY

Department of Education - Education Administration

Supervisor Intern Log

Date	Supervisory Activity	Learning Outcome	Ref. #

Signed: _____ District Suprv._____ College Suprv._____

Intern